

January 2020

## Five Dimensions of School-Based Counseling Practice: Factor Analysis Identification Using the International Survey of School Counselors' Activities

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### Recommended Citation

Carey, J. C., Fan, K. Y., He, L., & Jin, Y. (2020). Five Dimensions of School-Based Counseling Practice: Factor Analysis Identification Using the International Survey of School Counselors' Activities. *Journal of School-Based Counseling Policy and Evaluation*, 2(1), 4-21. <https://doi.org/10.25774/0rpq-0v54>

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# Five Dimensions of School-Based Counseling Practice: Factor Analysis Identification Using the International Survey of School Counselors' Activities

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## Abstract

This article describes a factor analytic study designed to identify the underlying dimensions of school-based counseling practice that will be useful in describing cross-national differences in school-based counseling practice and in enabling comparative research on school-based counseling policy and effectiveness. Practicing school-based counselors ( $N = 2913$ ) from 10 countries (China, Costa Rica, India, Kenya, South Korea, Malta, Nigeria, Turkey, the United States, and Venezuela) used the International Survey of School-Based Counseling Activities (ISSCA) to rate the centrality of 40 activities to the role of a school-based counselor. Factor analysis determined that five dimensions adequately described the school-based counselor role: Counseling Services; Advocacy and Systemic Improvement; Prevention Programs; Administrator Role; and Educational and Career Planning. Analysis of Bartlett Factor Score averages revealed that each country demonstrates a unique profile which reflects that country's dominant mode of practice. This lead article describes these dimensions and the cross-national differences on these dimensions. Subsequent articles in this special issue describe country-specific results and explain factors that affect practice within each country.

*Keywords:* school-based counseling practice, International Survey of School Counselors' Activities, international comparative research, school-based counseling

A wide range of approaches to school-based counseling exist in at least 90 countries (Harris, 2013). Different school counselor roles and activities exist across these countries due to cultural factors, national needs, societal movements, models of school counseling, laws and educational policy, and characteristics of the public education system (Martin, Lauterbach, & Carey, 2015). Across these countries,

establishing the role and activities of school counselors is an important professional and policy research issue. Recent research on the role and activities of school counselors has been conducted, for example, in China (Shi & Leuwerke, 2010), India (Venkatesan & Shyam, 2015), Israel (Erhard, 2005), Kenya (Wambu & Wickman, 2016), Saudi Arabia (Alghamdi & Riddick, 2011), Singapore (Ko, 2013), and Turkey (Korkut-Owen & Owen, 2008), and the United States (Fan, Carey, Martin, & He, 2018).

## Cross-National Studies of School Counselor Activities and Role

Aluede, Carey, Harris, and Lee (2017) noted that important information related to effective approaches to school-based counseling could be obtained from cross-national, comparative research. Two recent books have examined national differences in school counseling practice (Hohenshil, Amundson, & Niles, 2013) and policy related to practice (Carey, Harris, Lee, & Aluede, 2017), and several authors have published descriptive cross-national comparisons of the role and activities of school counselors (Ding, Kuo, & Van Dyke, 2008; Martin, 1993; Stickle & Yang, 1993; Yuen, 2008). Empirical comparative research on school counselor role and activities is currently hampered by the lack of understanding of the ways in which school-based counseling practice is similar and different across national contexts. Aluede et al. (2017) noted that important information on the effectiveness of practice and policy could be obtained from cross-national, comparative research, however, a precise understanding of differences in modes of practice and the relationship between national contextual factors and modes of practice is needed to provide the foundation for this work. Being able to understand the dimensions that characterize cross-national differences in practice would greatly facilitate comparative

research on the effectiveness of practice and the role of public policy in guiding practice.

Therefore, the goals of the present study were: (a) to identify the dimensions that underlay modes of practice in 10 different countries through a factor analysis of school-based counselors' responses on the International Survey of School Counselors' Activities (ISSCA; Fan et al., 2019); and (b) to describe cross-national differences on these dimensions. The subsequent articles in this special issue will use the dimensions identified in this study to describe the mode of school-based practice in selected countries and to explain the contextual factors which have shaped practice, with special attention paid to policy-related factors.

## Method

### Instrument

All participants in the study used the International Survey of School Counselors' Activities (Fan et al., 2019) to rate the appropriateness of 40 specific activities for the role of a school-based counselor within the participants' country using the following response format: 1 = Very Inappropriate; 2 = Inappropriate; 3 = Appropriate; 4 = Very Appropriate. Fan et al. (2019) described the development of the English language version of the ISSCA and its factor structure in a sample of U.S. counselors. The current version of the ISSCA consists of 42 items, however since one country used an older, 40-item version, all analyses in the present study are based on 40 items.

For the present study, equivalent versions of the ISSCA were developed for China, Costa Rica, India, Kenya, South Korea, Malta, Nigeria, Turkey, and Venezuela. Developing the equivalent versions involved translation of the survey from U.S. English into Mandarin Chinese (for China), Spanish (for Costa Rica and Venezuela), Korean (for South Korea), and Turkish (for Turkey). Translations were done by bilingual members of the national research teams who were also thoroughly familiar with school counseling practice within their country and were reviewed and modified through a process involving back translation and discussion.

English language surveys were used in India, Kenya, Malta, Nigeria, and the United States. In these cases, survey language was adjusted to take into account differences in school-based counseling terminology. The national research team modified the original survey language and discussed all modifications with ISSCA developers to ensure conceptual equivalence.

### Participants

Participant characteristics for each country are described within the subsequent national articles. Completed surveys ( $N = 2913$ ) were obtained from 10 countries: China ( $n = 209$ ), Costa Rica ( $n = 107$ ), India ( $n = 45$ ), Kenya ( $n = 47$ ), South Korea ( $n = 1687$ ), Malta ( $n = 37$ ), Nigeria ( $n = 176$ ), Turkey ( $n = 185$ ), United States ( $n = 390$ ), and Venezuela ( $n = 30$ ). Given the national differences in populations and

number of school-based counselors, this sample does not reflect a representative international sample of school counselors. However, it does represent a very diverse sample, which should be useful in the initial identification of dimensions that reflect national differences in modes of practice.

### Data Collection

Survey administration and data collection procedures differed by country and are described within the subsequent national articles.

### Exploratory Factor Analyses

Exploratory factor analysis (EFA) is appropriate in the early stages of research on underlying scale dimensionality (Kelloway, 1995). EFA can determine the number of underlying factors and the items that load on each factor. An initial EFA of the 40 ISSCA survey items was conducted using SPSS version 22. Before conducting EFA, we checked the assumptions of factor analysis. Most of the correlation coefficients in the correlation matrix were above .30, the Kaiser-Meyer-Olkin (KMO) value was .933, and Bartlett's Test of Sphericity was highly statistically significant ( $X^2 = 63683$ ;  $df = 780$ ;  $p < .0001$ ). These results indicated that the data were appropriate for factor analysis (Kaiser, 1974).

To reveal the factor structure of the ISSCA-US, a factor loading of .40 was used to determine that an item loaded on a given factor (Netemeyer, Bearden, & Sharma, 2003). In addition, item content was examined to ensure that items assigned to a given factor made sense in terms of meaning and content, indicating that the factor was interpretable. The EFA was conducted using the principal component analysis method and Varimax rotation with Kaiser Normalization. This data analytic method was selected because it had the potential to yield a simple solution and because it is not reliant on multivariate normal data (Costello & Osborne, 2005).

### Factor Score and Cross National Comparisons

Bartlett Factor Scores (BART) were computed for each subject and means of these scores were calculated for each country. BART scores result in unbiased estimates of the true factor scores because they are based on maximum likelihood estimate-based procedures most likely to represent the "true" factor scores (Hershberger, 2005). Mean BART scores were computed for all 10 countries for each of the dimensions revealed by the EFA. Mean BART Scores reflect the relative degree of importance accorded to each of the EFA-identified dimensions by counselors in a given country. A positive Mean BART Score related to a given dimension would indicate that, in general, counselors from that specific country considered that dimension as more important than average for the role of a school-based

counselor. Inversely, a negative Mean BART Score related to a given dimension would indicate that, in general, counselors from that country considered that dimension as less important than average for the role of a school-based counselor. While counselors from all countries might consider a given dimension as important or unimportant, BART scores reflect the relative degree of importance or unimportance in comparison to the whole sample. BART scores were compared across countries by one-way ANOVAS, followed by Tukey's HSD test ( $p < .05$ ) to detect significant differences across countries.

## Results

### Factor Analysis: Decision to Retain Factors

The Principal Components Analysis (PCA) and associated scree plot suggested that 4, 5, and 6 factor models could be appropriate. The eigenvalues for the first six components were: 11.7, 4.1, 2.8, 2.0, 1.6, and 1.2. The scree plot flattened after the sixth component. The cumulative percentages of variable accounted for by the first six components were: 29.3%, 39.5%, 46.5%, 51.5%, 55.4%, and 58.4%. We initially conducted a 6-factor Varimax rotation and evaluated it for item loadings and interpretability. While factor loadings for the 6-factor model were very clean and interpretable, one factor had only one item associated with it.

The 5-factor model also showed clean item loadings and interpretable factors (Table 1) and was superior to the 6-factor model in that all five factors had at least two items loaded on them. Using the criteria of .40, 32 ISSCA items loaded on only one factor, and only eight items loaded on more than one factor. Items with a factor loading at or above .4 were assigned to the dimension where they loaded most strongly.

### Naming the Five Dimensions of Practice

Research teams from all 10 countries examined the results summarized in Table 1 and suggested names for the five factors. The authors of this lead article used these suggestions to develop the following factor names: Counseling Services; Advocacy and Systemic Improvement; Prevention Programs; Administrator Role; and Educational and Career Planning.

**Counseling services.** Using the criteria of .40, 18 ISSCA items were assigned to the Counseling Services dimension. Thirteen of these items loaded only on this factor; five items loaded on this factor and one other factor. Items assigned to Counseling Services reflected activities related to: individual counseling with students; group counseling with students; crisis counseling with students; consultation and coordination with parents; consultation and counseling with teachers; pre-referral processes; and monitoring effectiveness.

**Advocacy and systemic improvement.** Using the criteria of .40, eight ISSCA items were assigned to the Advocacy and Systemic Improvement dimension. No items assigned to this factor loaded on any other factor. Advocacy and Systemic Improvement items reflected activities related to: advocacy for students; advocacy for effective school policies and practices; and program evaluation and improvement.

**Prevention programs.** Using the criteria of .40, nine ISSCA items were assigned to the Prevention Programs dimension. Eight items loaded only on this factor; one item loaded on this factor and one other factor. Prevention Programs items reflected activities related to: classroom guidance lessons; parent training and education; teacher training; and consultation with administrators to improve educational policies and practices.

**Administrator role.** Using the criteria of .40, four ISSCA items were assigned to the Administrator Role dimension. Only one item assigned to this factor loaded on another factor. Items assigned to the Administrator Role dimension reflected activities related to: student discipline; serving as the acting principal; leadership in data-based school improvement initiatives; and working with families.

**Educational and career planning.** Using the criteria of .40, two ISSCA items were assigned to the Educational and Career Planning dimension. One of these items loaded only on this factor; one item loaded on this factor and one other factor. Educational and Career Planning items reflected activities related to: helping students choose courses and a course of study; and engaging in groups-based career development. Interestingly, two items (3 and 9) that loaded most strongly on the Counseling Services dimension also loaded on Educational and Career Planning. These items reflected counseling focused on students' academic development and career development.

Table 2 contains the average item scores for each of the five dimensions based on items assigned to each dimension. For these scores: 1 = Very Inappropriate; 2 = Inappropriate; 3 = Appropriate; and 4 = Very Appropriate. Scores for Counseling Services ranged between 3.1 (Costa Rica and Venezuela) and 3.7 (South Korea). Counseling Services activities were generally considered Appropriate or Very Appropriate. Advocacy and Systemic Improvement dimension items ranged between 2.9 (Nigeria) and 3.5 (United States). Advocacy and Systemic Improvement activities were also generally considered Appropriate or Very Appropriate. Prevention Programs dimension items ranged between 2.7 (Costa Rica) and 3.4 (India, Nigeria, Turkey, and United States). Prevention Programs activities were generally considered Appropriate. Administrator Role dimension items ranged between 1.8 (Costa Rica) and 3.2 (Nigeria). While Administrator Role activities were generally considered Inappropriate, Nigerian counselors considered them as Appropriate. Educational and Career Planning dimension items ranged between 2.0 (Malta) and 3.7 (Kenya and Nigeria). While Educational and Career Planning activities were generally considered Very

Appropriate, Maltese counselors considered them Inappropriate.

### Cross National Comparisons Based on Factor Scores

Table 3 contains summaries of one-way ANOVA analyses comparing BART scores for all five dimensions across the 10 countries. Highly significant differences ( $p < .0001$ ) were found to exist for all five Dimensions of Practice. Statistically significant cross-national differences were found to exist on all five dimensions.

Table 4 contains the Mean BART Scores for each of the five Dimensions of Practice for all 10 countries. These data form the basis for subsequent Tukey HSD post hoc analyses.

Figure 1 summarizes between-country differences on Counseling Services as reflected by Mean BART Scores and Tukey HSD analyses of significant differences between countries.

Countries that place the greatest relative emphasis on the delivery of Counseling Services as central to the role of a school-based counselor include: South Korea, Kenya, India, and Nigeria. The countries of Venezuela, Costa Rica, and China placed the least emphasis relatively on Counseling Services. Given that mean scores for Counseling Service items for all countries were considered either *Appropriate* or *Very Appropriate*, these results suggest that while the delivery of Counseling Services is considered important in all countries, some countries (e.g., South Korea, Kenya, India, and Nigeria) place greater emphasis on individual counseling, group counseling, and consultation. School-based counselors in countries such as Venezuela, Costa Rica, and China may place more emphasis on other aspects of professional practice.

Figure 2 summarizes between-country differences on Advocacy and Systemic Improvement as reflected by Mean BART Scores and Tukey HSD analyses of significant differences between countries.

The United States, Costa Rica, Malta, India, and Venezuela placed the relatively greatest emphasis on Advocacy and Systemic Improvement activities as being important for a school-based counseling mode of practice. Nigeria, Kenya, China, and South Korea represented countries in which Advocacy and Systemic Improvement activities were considered as relatively less important components of a school-based counseling practice. A similar range in mean ratings of the Advocacy and Systemic Improvement items was observed, with the United States scoring in the *Very Important* ( $x = 3.5$ ) range and Nigeria scoring in the *Important* range ( $x = 2.9$ ). While all countries considered Advocacy and Systemic Improvement activities as appropriate components of a school-based counseling practice, some countries placed greater emphasis on these activities.

Figure 3 summarizes between-country differences on Prevention Programs as reflected by Mean BART Scores

and Tukey HSD analyses of significant differences between countries.

Turkey, Nigeria, India, United States, China, and Malta placed the greatest emphasis on Prevention Programs activities as a component of practice, while Costa Rica, South Korea, and Venezuela placed the least emphasis on the Prevention Program dimension. While the range in average item ratings was slightly larger, the highest ratings were in the *Very Important* range ( $x = 3.4$  for United States and Turkey), and the lowest ratings were in the *Appropriate* range ( $x = 2.7$  for Costa Rica). Again, while all countries considered Prevention Programs activities as appropriate components of a school-based counseling practice, some countries placed greater emphasis on these specific activities.

Figure 4 summarizes between-country differences on Administrator Role as reflected by Mean BART Scores and Tukey HSD analyses of significant differences between countries.

Nigeria and China considered Administrator Role activities as a relatively more appropriate component of the school-based counseling practice while the United States, Malta, and Turkey considered these activities to be a less appropriate component. Here, a very sizable cross-national difference was seen in ratings. The average item rating from Nigeria was in the *Appropriate* range ( $x = 3.2$ ), while the average item rating from the United States was in the *Inappropriate* range ( $x = 2.0$ ). Nigeria proved to be the only country with an average item rating above the (2.5) midpoint of the rating scale. This suggests that Nigerian counselors are more comfortable with Administrator Role activities being a component of school-based counseling practice than are counselors in other countries.

Figure 5 summarizes between-country differences on Educational and Career Planning as reflected by Mean BART Scores and Tukey HSD analyses of significant differences between countries.

Five countries (Kenya, Nigeria, Venezuela, Costa Rica, and the United States) placed the greatest emphasis on Educational and Career Planning as a component of the school-based counseling mode of practice. Malta placed the least emphasis on this dimension. Again, considerable range in average item ratings was noted across countries. Kenya and Nigeria scored in the *Very Important* range ( $x = 3.7$ ); Venezuela and China scored in the *Important* range ( $x = 3.1$ ); and one country, Malta, scored in the *Inappropriate* range ( $x = 2.0$ ). Malta proved to be the only country with an average item rating below the (2.5) midpoint of the rating scale, suggesting that Maltese counselors did not consider Educational and Career Planning activities to be an appropriate component of school-based counseling practice.

### Discussion

Results of this study indicated that there are at least five important dimensions along which school-based counseling practice differs across countries. Countries differ on the

salience accorded to: Counseling Services, Advocacy and Systemic Improvement, Prevention Programs, Administrator Role, and Educational and Career Planning. These five dimensions can provide a useful way to describe differences in modes of practice and can consequently be very worthwhile in cross-national comparative research on school-based counseling.

For example, it is instructive to contrast the profiles of the United States and Nigeria. The United States data reflected a high degree of emphasis on Advocacy and Systemic Improvement, Prevention Programs, and Educational and Career Planning activities. Counseling Services activities were moderately emphasized. Administrator Role activities were considered inappropriate. In contrast, data from Nigeria reflected a strong emphasis on Counseling Services, Prevention Programs, and Educational and Career Planning activities. Advocacy and Systemic Improvement activities were not strongly emphasized, and Administrator Role activities were considered appropriate. In both cases it would be helpful to understand the factors which have shaped each country's mode of practice.

In this vein, Martin et al. (2015) identified eleven contextual factors that influence a country's mode of school-based counseling practice. These include: Cultural Factors; National Needs; Larger Societal Movements; Models of School Counseling; Laws and Educational Policy; Characteristics of the Public Education System; the Counseling Profession; Research and Evaluation; Related Professions; Community Organizations or NGO Coalitions; and Local Stakeholder Perceptions. This framework can be used to understand the factors which have influenced a country's current mode of practice. Similarly, cross-national comparative studies can examine important questions such as how cross-national differences in laws and educational policy, and the structure of the country's educational systems influence modes of practice. The following articles in this special issue will begin this important work.

### **Consistency with Previous Research**

The results of the present study are somewhat consistent with previous attempts to describe the components of United States school-based counseling practice. Gysbers and Henderson (2012) described four dimensions of practice for comprehensive developmental model school counseling programs in the United States: Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support. Guidance Curriculum roughly corresponds to Prevention Programs. Educational and Career Planning roughly corresponds to Individual Student Planning, and Responsive Services includes many of the activities associated with Counseling Services. There is not a strong correspondence between the elements of the Gysbers and Henderson (2012) taxonomy for Advocacy and Systemic Improvement or Administrator Role dimensions

identified in the present study. However, both advocacy for school improvement and the assumption of administrator responsibilities could be considered as aspects of System Support.

Relatedly, Martin and Carey (2014) analyzed the American School Counselor Association's (ASCA, 2012) National Model for School Counseling Programs (a variant of comprehensive developmental school counseling) and identified six categories of school counselor activities under the model: direct services (counseling with students), indirect services (consultation and training with teachers and parents), school counselor personnel evaluation, counseling program management, counseling program evaluation, and professional advocacy. Counseling Services correspond to activities included in both direct and indirect services. Advocacy and Systemic Improvement shows some overlap with professional advocacy. Activities most closely related to the programmatic aspects of United States school-based counseling (e.g., counselor personnel evaluation, counseling program management, and counseling program evaluation) did not demonstrate strong correspondence to the dimensions identified in the present study. This lack of correspondence should be expected given that the ASCA National Model (and comprehensive developmental school counseling) are particular to the United States. Many countries do not conceive of school-based counseling as a program.

Only one previous study reported findings related to the dimensionality of the ISSCA. In an EFA of data from a large sample of U.S. school counselors, Fan et al. (2018) found six factors corresponding to: Leadership Program Management and Evaluation; Indirect Services with Parents and Teachers; Individual and Group Counseling with Students; Prevention Work; College and Career Counseling with Students; and Administrator Role. Both Indirect Services with Parents and Teachers and Individual and Group Counseling with Students items correspond to Counseling Services. Prevention Work corresponds to Prevention Programs, while College and Career Counseling with Students corresponds to Educational and Career Planning. The Administrator Role dimension is reflected in both studies. Advocacy and Systemic Change dimension items from the present study were included in Fan et al.'s (2018) Leadership Program Management and Evaluation. Again, the lack of a dimension that is strongly related to program management in the international sample is not surprising.

While consistencies between the present findings and previous U.S.-based research are evident, an exact correspondence was not found. The present factor structures were not isomorphic with existing conceptualizations of the work of counselors within comprehensive development programs in the United States (Gysbers & Henderson, 2012; Martin & Carey, 2014) or with an ISSCA EFA from a U.S. sample (Fan et al., 2018), however the categories of activities identified previously were reflected in the five latent factors identified in the present study. Differences

most likely related to the fact that the United States (like all countries) has a distinct mode of practice rooted in comprehensive developmental counseling models that considers school-based counseling as a distinct program within a school that needs to have its own management evaluation and accountability components with related school counselor activities.

### Limitations and Future Research

The major methodological limitations of this research result from sampling. There were large differences in the sample sizes across the 10 countries which contributed data to this study. In addition, there were differences between countries in data collection procedures; therefore, the data cannot be considered to be representative. Rather than striving for representativeness, we sought to collect as much data from as many countries as possible. We believed this approach would maximize the diversity of the pooled sample, thereby providing the greatest likelihood of detecting the dimensions that underlie international diversity in school-based counseling practice. While it is highly likely that the five dimensions identified in this study reflect important aspects of cross-national diversity in practice, additional dimensions may emerge in future research.

Furthermore, while the ISSCA was useful in the present pioneering study, future comparative research would benefit from the development of a new instrument specifically keyed to these five dimensions. Items from the Counseling Services, Prevention Programs, and Advocacy and Systemic Improvement dimensions, which correlated most strongly with the overall scale, could be selected for inclusion in this new survey. For the Educational and Career Planning and Administrator Role dimensions, additional items would need to be developed and tested. Having an instrument that can reliably, validly, and efficiently measure these five dimensions of practice would facilitate cross-national comparative research on school-based counseling policy and practice.

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Funding for this research was provided by: China Scholarship Council (201607167012) and Heilongjiang's Social Science Research Project (13E036).

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Table 1.

*Rotated factor loadings for the five factor model: Varimax Rotation with Kaiser normalization*

Item Content	Item	Factor Loadings				
		1	2	3	4	5
The School Counselor engages children and adolescents in one-on-one counseling in order to deal with personal issues (e.g., self-esteem, identity crisis).	4	.742				
The School Counselor engages children and adolescents in one-on-one counseling in order to support their social development (e.g., developing good relationships with peers).	5	.738				
The School Counselor engages children and adolescents in group counseling in order to support their social development	12	.737				
The School Counselor engages children and adolescents in group counseling in order to support their personal development	11	.711				
The School Counselor engages children and adolescents in group counseling in order to support their mental health.	8	.687				
The School Counselor engages children and adolescents in one-on-one counseling in order to support their mental health (e.g., dealing with anxiety, depression, suicidal ideations, and/or addiction).	1	.687				
The School Counselor helps students resolve their interpersonal conflicts with peers.	14	.658				
The School Counselor engages in effective crisis counseling with students who need immediate attention due to traumatizing events.	7	.651				
The School Counselor consults with parents regarding problems they are experiencing to enable them to have more constructive relationship with their children and be more effective in parenting them.	24	.626				
The School Counselor engages children and adolescents in one-on-one counseling in order to facilitate their academic development (e.g., developing self-motivation; engagement with school).	2	.619				
The School Counselor coordinates with parents to support students' mental health, academic development, career development and personal/social development, in ways that respect students' confidentially and parents' rights to make decisions about their children's education.	23	.586				
The School Counselor engages children and adolescents in group counseling in order to facilitate their academic development.	9	.547				.534
The School Counselor engages children and adolescents in one-on-one counseling in order to facilitate their career development (e.g., dealing with career indecision).	3	.547				.503
The School Counselor consults with teachers regarding problems they are experiencing to enable them to have more constructive relationships with their students and be more effective in teaching them.	25	.538	.448			
The School Counselor provides counseling services to teachers and school staff to help them deal effectively with personal issues and concentrate on their work educating students.	6	.518				.495

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Table 1.

*Rotated factor loadings for the five factor model: Varimax Rotation with Kaiser normalization, continued*

Item Content	Item	Factor Loadings				
		1	2	3	4	5
The School Counselor uses psychological assessments effectively to facilitate progress in counseling and to promote students' mental health, academic development, career development and personal/social development.	35	.500				
The School Counselor makes appropriate referrals to outside mental health providers and coordinates with the outside providers to maximize students' experience of success and wellbeing in school	36	.469	.452			
The School Counselor monitors the efficacy of their work and uses this information to improve practice.	39	.460				
The School Counselor advocates for all students so that they will have access to needed supports and programs.	28		.722			
The School Counselor advocates for vulnerable children in order to safeguard their rights and protect them from abuse, bullying and/or exploitation.	31		.698			
The School Counselor advocates for children with special needs and ensure they receive the accommodations that are necessary for them to be successful in school.	29		.697			
The School Counselor advocates for improvements in school policies and procedures so that the school is an equitable institution that is able to effectively educate all its students.	32		.690			
The School Counselor documents their work and the impact it has on students, families and the school community	38		.598			
The School Counselor investigates possible instances of child abuse and neglect and determines whether the authorities should be notified.	30		.552			
The School Counselor conducts evaluations of the impact of school counseling activities and interventions and reports the results to administrators, teachers, and parents.	34		.551			
The School Counselor continuously improves their practice through personal reflection, seeking consultation and developmental supervision.	40		.545			
The School Counselor plans and delivers effective classroom-based primary prevention programs for children and adolescents to support personal/social development (e.g., social skills, life skills, leadership).	19			.802		
The School Counselor plans and delivers effective primary classroom-based prevention programs for children and adolescents to support their mental health (e.g., stress management).	16			.796		
The School Counselor plans and delivers effective classroom-based primary prevention programs for children and adolescents to promote career development (career interest identification; college choice).	18			.778		

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Table 1.

*Rotated factor loadings for the five factor model: Varimax Rotation with Kaiser normalization, continued*

Item Content	Item	Factor Loadings				
		1	2	3	4	5
The School Counselor plans and delivers effective classroom-based primary prevention programs for children and adolescents to facilitate academic development (e.g., time management, study skills).	17			.743		
The School Counselor plans and delivers effective parent education programs for parents/guardians to help them develop more effective parenting skills and more productive relationships with their children.	20			.628		
The School Counselor plans and delivers effective professional development programs for teachers to help them develop more productive relationships with students and manage a broad range of discipline and classroom management issues.	21			.585		
The School Counselor consults with school administrators to help ensure that school policies and procedures create a climate that is conducive to the education and wellbeing of all students.	27		.449	.479		
The School Counselor provides consultation to the school administration on how an effective school counseling program should be designed and implemented	33			.449		
The School Counselor determines the appropriate disciplinary sanctions for students who have misbehaved.	15				.632	
The School Counselor provides family therapy services to help troubled families develop effective communication patterns and boundaries.	22	.415			.578	
The School Counselor assumes the administrative role of the principal in their absence.	26				.551	
The School Counselor leads a data team to analyze school data and determine directions for school improvement initiatives.	37			.419	.463	
The School Counselor engages children and adolescents in group counseling in order to facilitate their career development.	10	.546				.553
The School Counselor helps students develop a course of study and choose appropriate courses that further their academic and career goals.	13					.505

Table 2.

*Means and standard deviation for items for five dimensions of practice for ten countries.*

Country	N	Counseling Services		Advocacy and Systemic Improvement		Prevention Programs		Administrator Role		Educational and Career Planning	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
United States	390	3.5	0.40	3.5	0.42	3.4	0.45	2.0	0.51	3.5	0.58
Malta	37	3.4	0.36	3.3	0.52	3.0	0.65	1.8	0.63	2.0	0.93
Costa Rica	107	3.1	0.47	3.2	0.47	2.7	0.56	1.9	0.50	3.2	0.69
Venezuela	30	3.1	0.45	3.1	0.48	2.8	0.59	2.1	0.52	3.1	0.74
South Korea	1687	3.7	0.32	3.1	0.54	2.9	0.63	2.4	0.72	3.3	0.59
Turkey	185	3.4	0.38	3.2	0.44	3.4	0.42	2.1	0.50	3.4	0.53
China	209	3.2	0.38	3.0	0.42	3.1	0.46	2.4	0.52	3.1	0.55
Kenya	47	3.6	0.47	3.1	0.48	3.1	0.47	2.3	0.62	3.7	0.66
Nigeria	176	3.5	0.34	2.9	1.02	3.4	0.54	3.2	0.51	3.7	0.50
India	45	3.6	0.58	3.4	0.69	3.4	0.72	2.4	0.60	3.3	0.76

*Note:* 1 = Very Inappropriate; 2 = Inappropriate; 3 = Appropriate; 4 =Very Appropriate

Table 3.

*Analysis of Variance of BART Scores for five dimensions of practice for ten countries*

<b>Dimension</b>	<b>Source</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>p</b>
Counseling Services	Between Groups	697.029	9	77.448	101.563	.0001
	Within Groups	2213.700	2903	.763		
	Total	2910.730	2912			
Advocacy and Systemic Improvement	Between Groups	318.841	9	35.427	39.461	.0001
	Within Groups	2606.232	2903	.898		
	Total	2925.073	2912			
Prevention Programs	Between Groups	669.747	9	74.416	95.967	.0001
	Within Groups	2251.093	2903	.775		
	Total	2920.840	2912			
Administrator Role	Between Groups	979.868	9	108.874	163.186	.0001
	Within Groups	1936.823	2903	.667		
	Total	2916.691	2913			
Educational and Career Planning	Between Groups	619.885	9	68.876	86.977	.0001
	Within Groups	2298.862	2903	.792		
	Total	2918.746	2912			

Table 4.

*Means and standard deviation for BART Scores for 5 Diminutions of Practice for 10 Countries*

Country	N	Counseling Services		Advocacy and Systemic Improvement		Prevention Programs		Administrator Role		Educational and Career Planning	
		M	SD	M	SD	M	SD	M	SD	M	SD
United States	390	-0.347	0.976	0.643	0.632	0.688	0.648	-0.959	0.930	0.494	0.900
Malta	37	-0.329	0.763	0.318	0.726	0.165	0.897	-0.904	0.855	-2.134	1.475
Costa Rica	107	-1.138	1.143	0.462	0.796	-0.555	0.854	-0.617	0.714	0.744	0.950
Venezuela	30	-1.213	1.072	0.133	0.746	-0.149	0.807	-0.219	0.647	0.779	1.042
South Korea	1687	0.373	0.780	-0.096	0.867	-0.355	0.980	0.137	0.828	-0.233	0.918
Turkey	185	-0.433	0.942	0.118	0.690	0.716	0.495	-0.337	0.754	-0.116	0.779
China	209	-0.935	0.958	-0.195	0.594	0.427	0.518	0.178	0.769	0.065	0.672
Kenya	47	0.224	1.160	-0.383	0.725	0.103	0.390	-0.071	0.613	1.134	0.712
Nigeria	176	-0.231	0.838	-0.737	2.214	0.699	1.107	1.666	0.588	0.802	0.676
India	45	-0.005	1.397	0.189	0.939	0.641	0.679	-0.097	1.027	-0.477	1.062

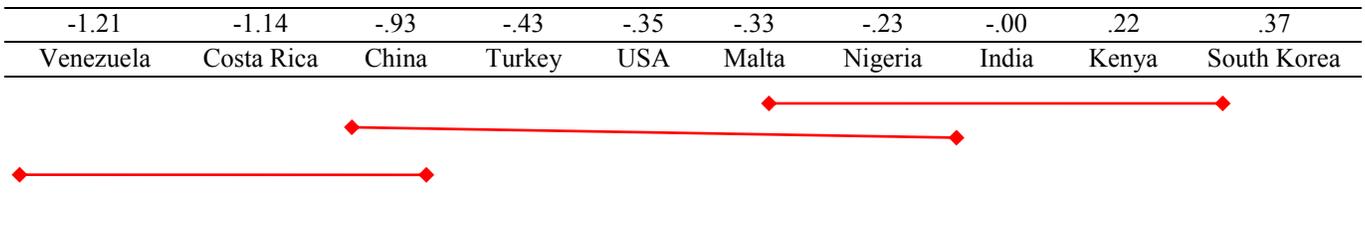
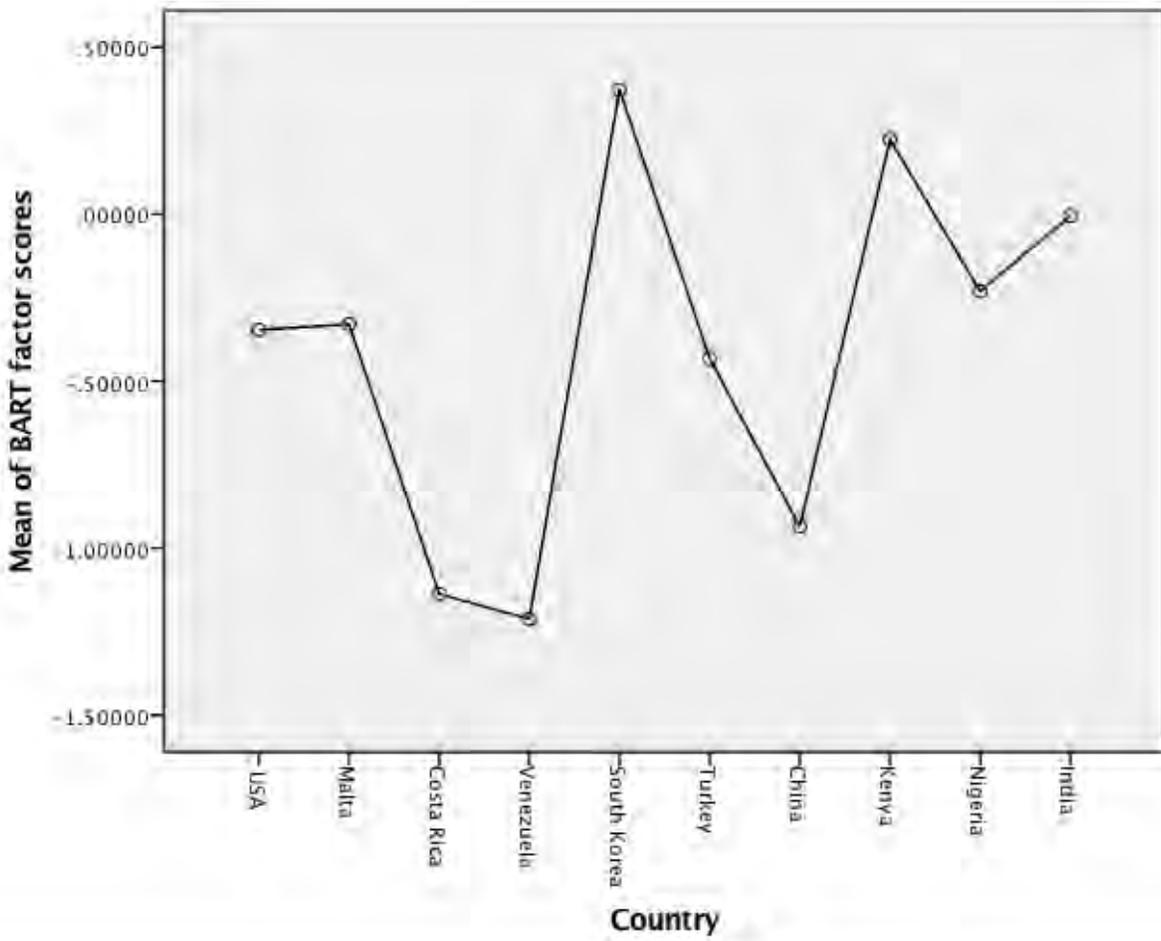


Figure 1. Counseling Services: Mean BART Scores for each country and summary of Tukey HSD test results.

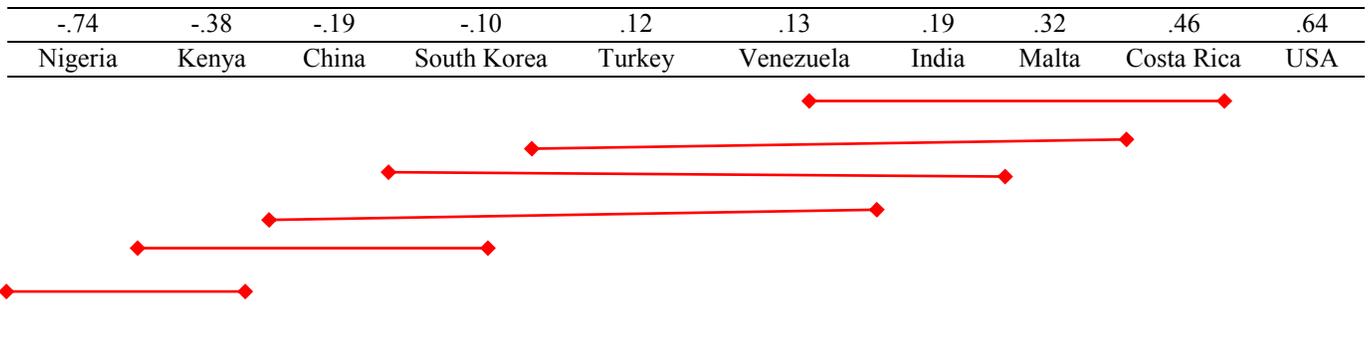
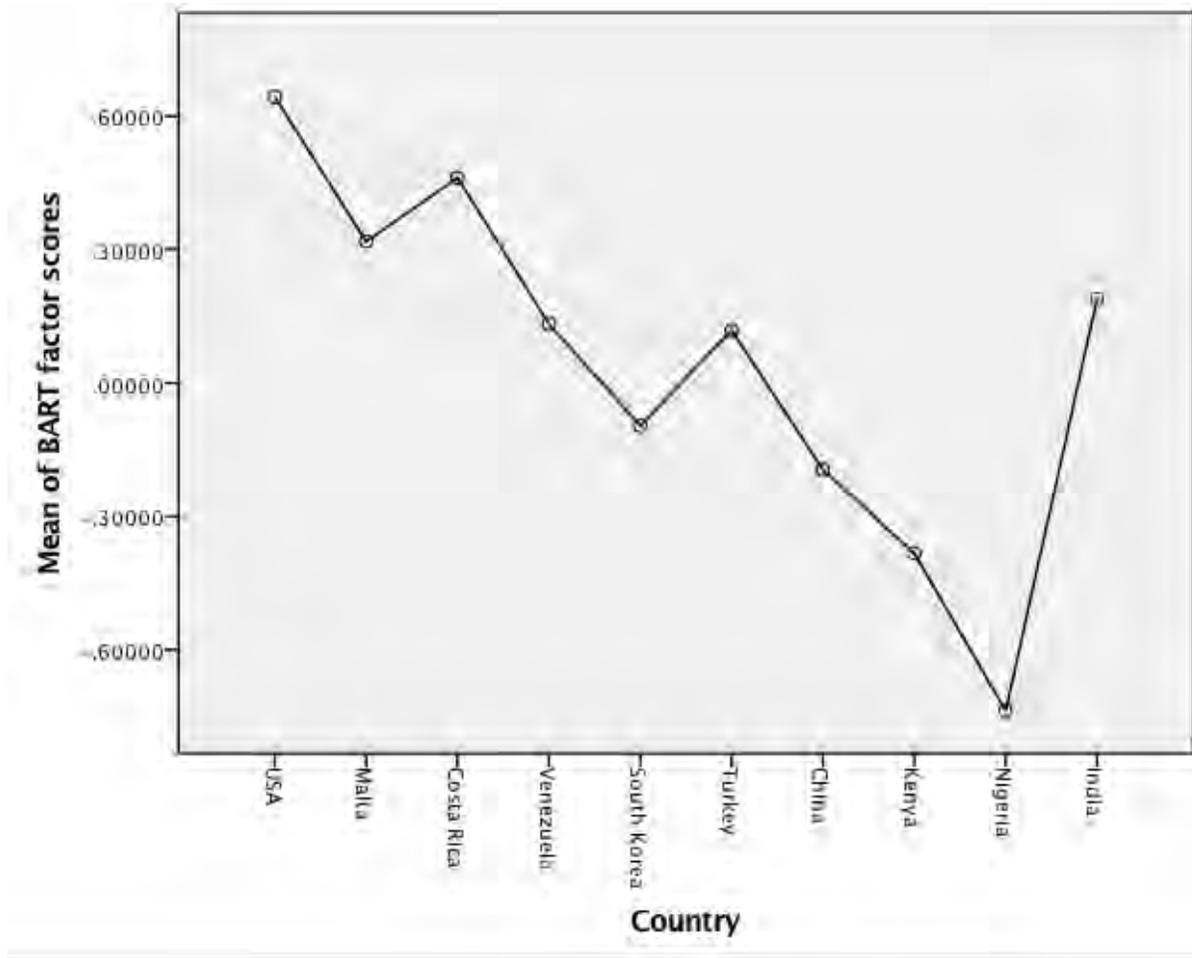


Figure 2. Advocacy and Systemic Improvement: Mean BART Scores for each country and summary of Tukey HSD test results.

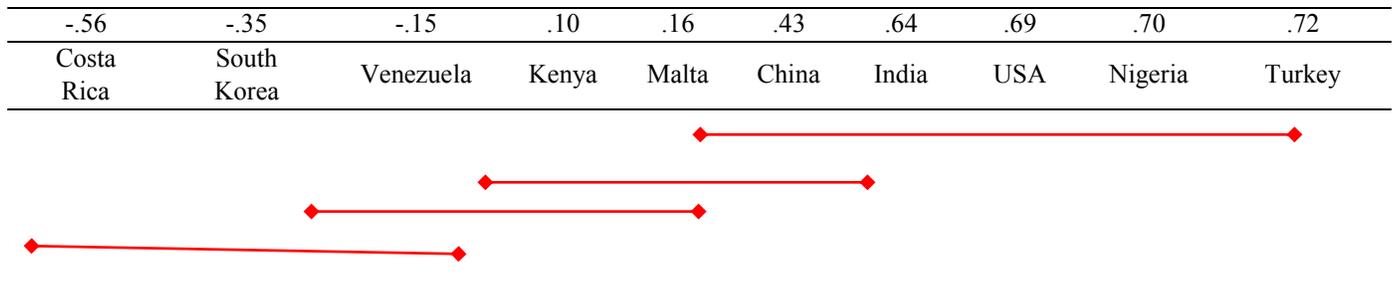
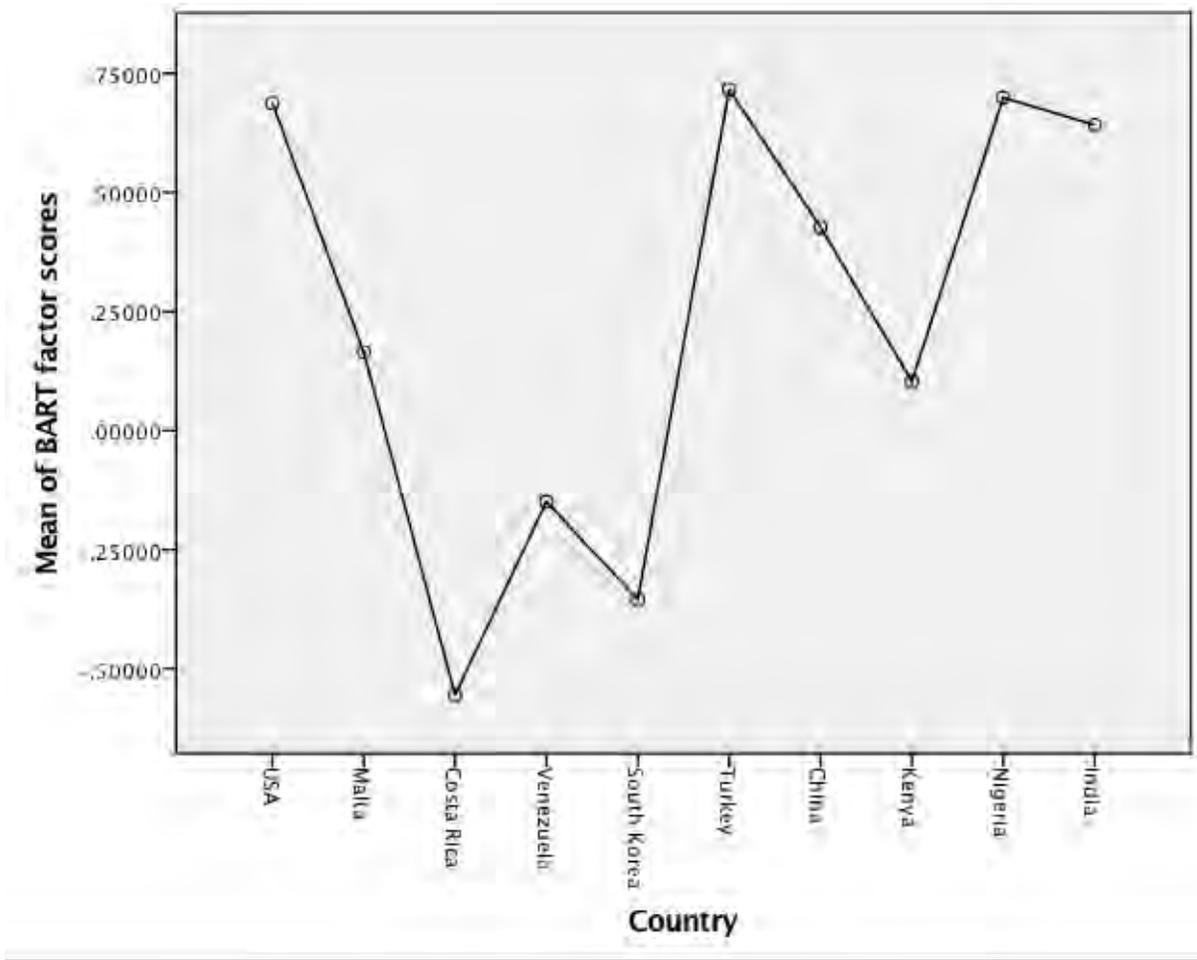


Figure 3. Prevention Programs: Mean BART Scores for each country and summary of Tukey HSD test results.

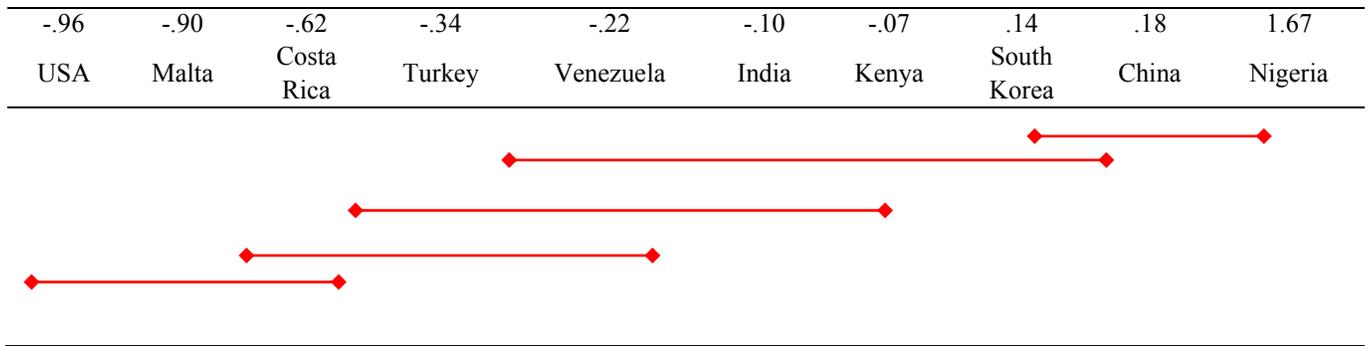
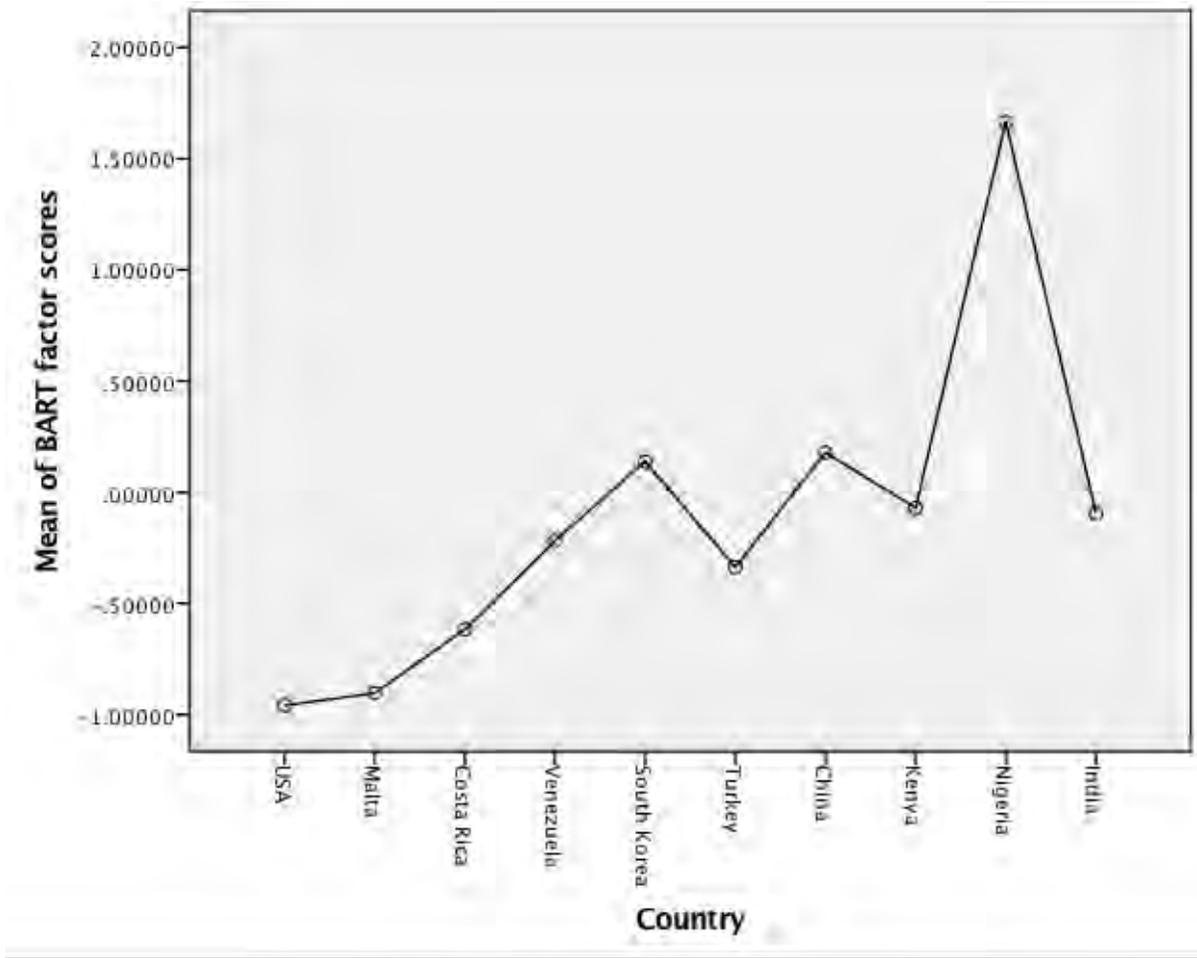


Figure 4. Administrator Role: Mean BART Scores for each country and summary of Tukey HSD test results.

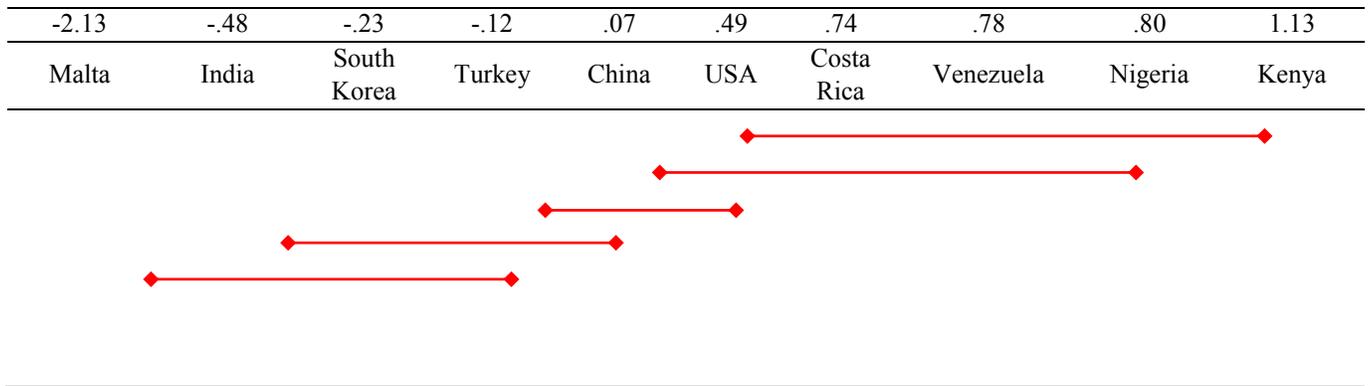
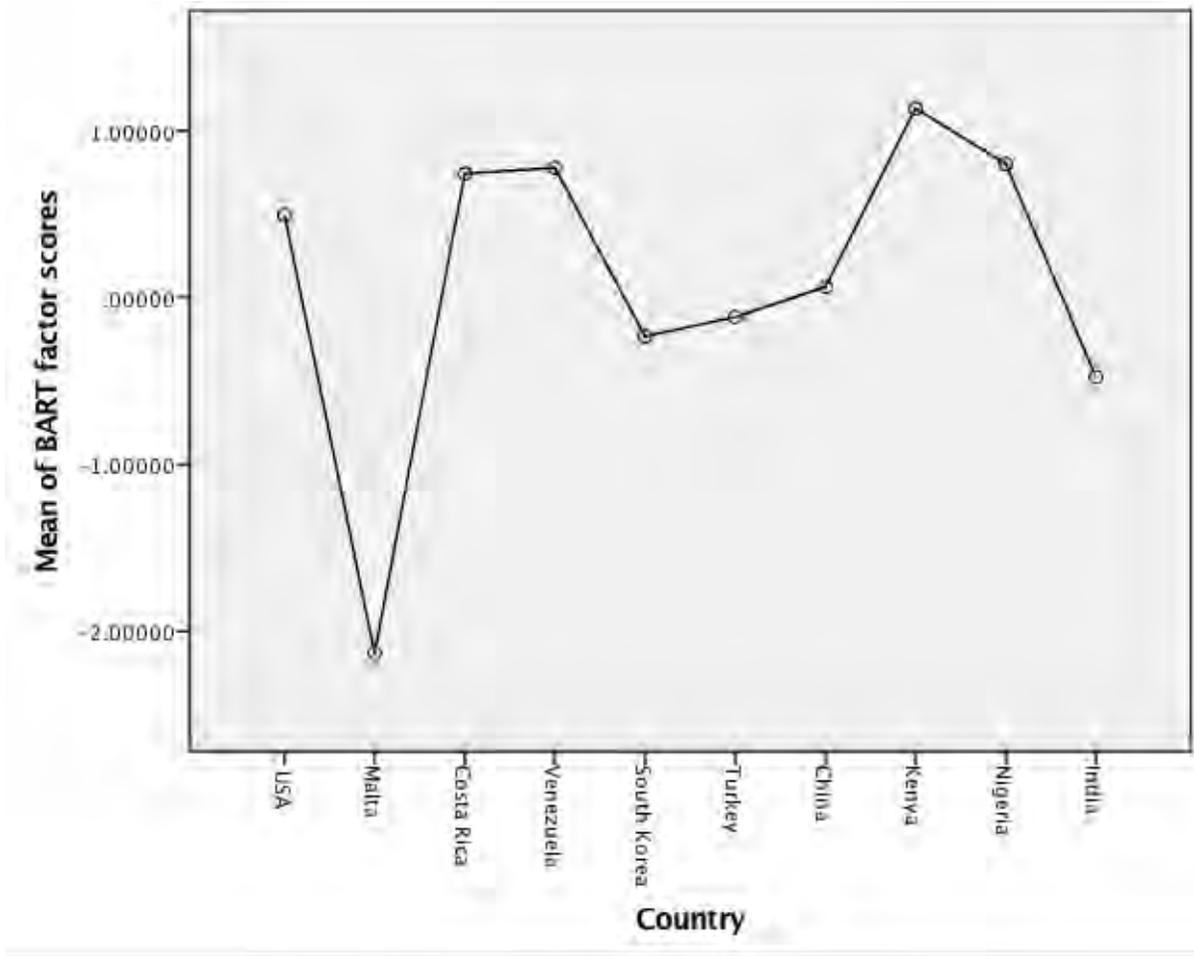


Figure 5. Educational and Career Planning: Mean BART Scores for each country and summary of Tukey HSD test results.